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ABSTRACT

CONTAINED IN THE BIBLIOGRAPHY ARE 55 ABSTRACTS AND DESCRIPTIVE TERMS OF DOCUMENTS CONCERNED WITH ALL ASPECTS OF VOCATIONAL EDUCATION, WORK STUDY PROGRAMS, AND REHABILITATION TECHNIQUES FOR USE WITH VIRTUALLY ALL HANDICAPPING CONDITIONS. ALSO INCLUDED ARE A SUBJECT AND AUTHOR INDEX, USER INFORMATION, AND INFORMATION ON ORDERING SPECIFIC DOCUMENTS OF THE ENTIRE COLLECTION. (JM)

ED036025

EXCEPTIONAL CHILDREN BIBLIOGRAPHY SERIES

VOCATIONAL EDUCATION AND WORK STUDY PROGRAMS

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VOCATIONAL EDUCATION AND WORK STUDY PROGRAMS

September 1969

CEC Information Center on Exceptional Children
The Council for Exceptional Children
Jefferson Plaza, Suite 900
1499 Jefferson Davis Highway
Arlington, Virginia 22202

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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478 - 547	2.00		

VOCATIONAL EDUCATION AND WORK STUDY PROGRAMS

ABSTRACT 1

EC 000 015 ED 012 112
Publ. Date 65 105p.
Miller, Donald Y.; Danielson, Richard H.
Work-Study for Slow Learners in Ohio, Selected Training Materials for Use in Ohio Institutes on Work-Study Programs.
Ohio State Board Of Educ., Columbus, Div. Of Spec. Educ.
Vocational Rehab Admin., Washington, D.C.
EDRS mf,hc

Descriptors: exceptional child education; vocational education; program planning; mentally handicapped; administration; work study programs; educable mentally handicapped; curriculum planning; vocational rehabilitation; program administration; on the job training; prevocational education; job placement; student evaluation; school community relationships; Columbus

This collection of papers was presented at an institute at Kent State University in April, 1964. Vocational education and work study programs for educable mentally handicapped pupils are discussed in relation to the functions of the Vocational Rehabilitation Administration, the establishment and administration of a program, planning the curriculum, forming community relationships, and the evaluation, placement, and followup of students. Each of three Ohio work study programs (Dayton, Sylvania, and Warren) is described from the points of view of an administrator, a principal, and a coordinator. Included is a 58-item bibliography. (MY)

ABSTRACT 2

EC 000 023 ED 010 917
Publ. Date Jul 66 207p.
Ainsworth, C. L.
Curriculum Guide for Special Education.
Big Spring Independent School District, Texas
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; curriculum; class activities; curriculum guides; educable mentally handicapped; educational programs; vocational education; instructional materials; program evaluation; instructional programs; curriculum evaluation; elementary grades; secondary grades; academic education

A curriculum for educable mentally retarded children from age 6 through graduation is presented. It centers on a study of the local community with the chief purpose of training mentally retarded children to live and work productively there and also to educate the community to accept them as contributing citizens. Basic academic skills in communication, social studies, arithmetic, and science are presented sequentially by levels, and specific activities are outlined or illustrated. (DF)

ABSTRACT 3

EC 000 055 ED 011 414
Publ. Date Mar 66 154p.
Kronenberg, Henry H.; Blake, Gary D.
A Study of the Occupational Status of the Young Adult Deaf of the Southwest and Their Need for Specialized Vocational Rehabilitation Facilities.
Arkansas Rehab. Svc., Hot Springs, Res. And Demon. Sect.
Vocational Rehab. Admin., Washington, D.C.
EDRS mf,hc

Descriptors: exceptional child research; vocational education; aurally handicapped; deaf; youth; vocational schools; employment opportunities; vocational rehabilitation; vocational counseling; aptitude; aspiration; on the job training; questionnaires; field interviews; young adults; post secondary education; surveys; employment level; vocational adjustment; New Mexico; Arkansas; Kansas; Oklahoma; Mississippi; Louisiana; Missouri; Arkansas Rehabilitation Service

An interview-questionnaire study was made to investigate the occupational status and opportunities for young deaf adults and to determine whether further vocational preparation would enhance their vocational opportunities. On-the-job difficulties were reviewed. The majority of those interviewed saw a need for post-school training. Several types of programs were considered. (EB)

ABSTRACT 4

EC 000 056 ED 011 163
Publ. Date Mar 66 173p.
Gorelick, Molly C.
An Assessment of Vocational Realism of High School and Post-High School Educable Mentally Retarded Adolescents.
Exceptional Children's Foundation, Los Angeles, California
Vocational Rehab. Admin., Washington, D.C.
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; vocational education; vocational adjustment; adolescents; educable mentally handicapped; aspiration; prediction; occupational choice; vocational counseling; employment; work experience programs; aptitude; questionnaires; interviews

Designed to find means of predicting the postschool employment success of educable mentally retarded adolescents, this project's two hypotheses were (1) there is a positive relationship between postschool success in employment and realistic vocational plans and (2) those educable mentally retarded in work experience programs will have more realistic vocational plans. Both employment success and vocational realism were defined operationally by established criteria. Data were gathered through interviews and reviews of school records and statistically analyzed. The first hypothesis was not confirmed. The second hypothesis was partially confirmed, but the small number of subjects employed through off campus programs did not allow generalization about the relationship of work experience programs to realistic vocational plans. Additional information concerning sex, race, socioeconomic status, and stability of choice is given. Implications concerning counseling and guidance, record keeping, high school curriculum, and the secondary teacher of educable mentally retarded are included. (JW)

ABSTRACT 5

EC 000 065 ED 010 926
Publ. Date Mar 65 164p.
Deno, Evelyn
Retarded Youth, Their School-Rehabilitation Needs.
Minneapolis Public Schools, Minnesota
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; vocational education; rehabilitation programs; educable mentally handicapped; community services; adolescents; student evaluation; counseling; vocational rehabilitation; followup studies; student characteristics; program descriptions; guidance problems; student needs; Minneapolis

A 4-year rehabilitation project, developed to investigate means of alleviating deficiencies in school-rehabilitation services, is described. Through a series of research reports and demonstration projects this study evaluated programs preparing adolescent mentally retarded

for employment, and at the same time facilitating coordination of community services and offering basic information and techniques. Substudies provide a description of the population served through the project. Followup data on former special class students provide information about work histories, health, sex, race, and the use of vocational and rehabilitation services by those clients. In addition to the data regarding characteristics, problems, and potential of the population served, descriptions of the training and guidance programs are provided. Implications in terms of diagnosis, adequacy of existing facilities, attainable goals, and the curriculum are reported. (JW)

ABSTRACT 6

EC 000 078 ED 012 116
Publ. Date Apr 64 131p.
Curriculum Guide--Trainable Retarded.
Stockton Unified School District, California
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; curriculum; vocational education; scheduling; teaching guides; facilities; elementary grades; secondary grades; prevocational education; curriculum guides; classroom arrangement; admission criteria; equipment; units of study (subject fields); instructional materials; records (forms); trainable mentally handicapped; activities; San Francisco Social Competency Scale

Schedules in chart form for trainable children in orientation, primary, and intermediate groups show topic areas and activities along with instructional materials and suggestions. At the terminal-secondary level, the vocatinal program is discussed, and daily schedules and weekly units for yearly planning are presented. Topic areas, activities, instructional materials, and suggestions are outlined for terminal-secondary units on homemaking and good grooming. The San Francisco Social Competency Scale which evaluates self help, initiative-responsibility, social skills, and communication is included. The guide also includes sample student evaluation forms and lists of suggested facilities, equipment, and instructional materials. (MY)

ABSTRACT 7

EC 000 287 ED 011 729
Publ. Date Sep 66 191p.
Crump, William A.
Vocational Rehabilitation for Mentally Retarded Pupil-Clients, Final Report.
Georgia State Office Of Vocational Rehabilitation, Atlanta
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; vocational rehabilitation; vocational education; educable mentally handicapped; community resources; state programs; demonstration programs; work study programs; on the job training; adolescents; personnel; job placement; vocational counseling; records (forms); secondary grades; vocational training centers; curriculum; vocational adjustment; teacher education; counseling; A. P. Jarrell Prevocational Evaluation and Training Center; Atlanta

This 5-year demonstration project provided adolescent educable mentally handicapped students a combined program of vocational rehabilitation and services and other secondary level educational and vocational training experiences. State and local vocational and educational resources were utilized. Students were referred for vocational rehabilitation at age 14. A psychological evaluation, home visit, vocational appraisal report, and a vocational training plan were made for each student Students aged 14 to 16 were trained in on-campus jobs. Older students were placed in a work study program and were trained at jobs in the community. The number of pupil clients increased from 338 the first year of the project to 3,636 in the fifth year. Similarly, the number rehabilitated rose from one to 210. Average case cost per rehabilitant was $247. Of people involved locally who responded to a questionnaire, 80 percent felt the combined program was effective. The length of time in the program as related to job placement was significant, but the IQ score was not a useful predictor of success in employment. On-the-job training, the work study program, and the use of vocational rehabilitation counselors were found to be effective. Thirty related studies are reviewed. Sample forms and evaluations are included. A 41-item bibliography is included. (MY)

ABSTRACT 8

EC 000 310 ED 015 569
Publ. Date 63 170p.
Rosenstein, J.; Lerman, Alan
Vocational Status and Adjustment of Deaf Women (The Lexington School for the Deaf Research Publication Series, No. IX).
Lexington School For The Deaf, New York, New York
EDRS mf,hc

Descriptors: exceptional child research; aurally handicapped; adjustment (to environment); vocational adjustment; deaf; occupational surveys; employment level; adults; economic status; educational status comparison; females; followup studies; interviews; marital status; occupational choice; occupations; questionnaires; rating scales; socioeconomic status; vocational followup; work attitudes; Lexington School for the Deaf

The objectives of this 2-year study were (1) tabulation of vocational status, (2) determination of school and post-school factors leading to job success or failure, and (3) locating problem areas in total job process. Post-school vocational information was obtained from 177 deaf women who had attended the Lexington School for the Deaf prior to 1957. Questionnaires answered by the women, school records, and interviews with some of the women, their parents, and their current employers were used to collect data. Information on marital, socioeconomic, educational, and vocational status, educational background, and communicative functioning on the job is presented in tabular form. Results of the study show that the deaf woman who works parallels her hearing peers in training status and expectations relating to her job. Academically trained deaf women differ from the vocationally trained in occupational status, job goals, social skills, and job mobility. The school plays a dual role (1) for the academic group, skills in language, communication, and general occupationa awareness were most beneficial and (2) for the vocational group, specific job skills were most important. Problems in occupational adjustment centered around working conditions and interpersonal relationships, although on the whole both the deaf women and their employers were mutually satisfied. Reference lists and bibliography cite 49 items. This document was published by the Lexington School for the Deaf, 904 Lexington Avenue, New York, N.Y. 10021. (MW)

ABSTRACT 9

EC 000 383 ED 012 136
Publ. Date 65
Kolstoe, Oliver P.; Frey, Roger M.
A High School Work-Study Program for Mentally Subnormal Students.
EDRS not available

Descriptors: exceptional child education; administration; curriculum; mentally handicapped; vocational education; work study programs; sheltered workshops; secondary grades; prevocational education; job placement; teacher education; vocational directors; personnel; program planning; mental retardation; records (forms); course organization; program descriptions

Characteristics and needs of the mentally handicapped and the organization of a 4-year high school work-study program for these students are described for teachers and work-study supervisors. The program includes work and related study through three stages of experience--prevocational training which provides vocational information and experience in sheltered work conditions, job try-out, and supervised vocational placement. An adjusted academic program that is coordinated with the vocational program is explained. Appendixes include a suggested curriculum for a 4-year program and sample employer forms for progress, evaluation and job analysis. This document is available from Southern Illinois University Press, Carbondale, Illinois for $5.00. (CG)

ABSTRACT 10

EC 000 292 ED 011 427
Publ. Date May 66 82p.
An Opportunity for Dignity through Work, an Occupational Training Center for the Mentally Handicapped. Final Project Report.
Lt. Joseph P. Kennedy Sch. For Except. Child., Palos Park, Illinois
Vocational Rehab. Admin., Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; administration; mentally handicapped; vocational education; vocational rehabilitation; sheltered workshops; job training; job placement; personnel; community resources; admission (school); work study programs; young adults; counseling; responsibilities; program administration; educable mentally handicapped; Chicago; Kennedy Job Training Center; Palos Park

To meet the needs of young mentally retarded adults for vocational services, the Kennedy Job Training Center was established at the day and residential Kennedy School for Exceptional Children. The project was designed to prepare mentally handicapped persons for work in the community and to utilize and strengthen community resources. A sheltered workshop program including counseling and job placement services was established. The workshop served Kennedy School students, trainees from the Illinois Division of Vocational Rehabilitation, local high school special education students, and long term trainees. Accepted persons were involved in a diagnostic period, then a training period, and finally the job placement process. Trainees worked on subcontract jobs, a candle manufacturing project, and tasks connected with the Kennedy School. Included were relevant data and discussion on problems of establishing and operating a sheltered workshop, such as recruitment and responsibilities of staff and trainees, acquisition and completion of work orders, counseling and placement of trainees, and development of a pay scale for trainees. Results of the project were interpreted, and the need for additional services was outlined. An appendix included samples of four forms and records used at the center. (MY)

ABSTRACT 11

EC 000 759 ED 018 883
Publ. Date 66 87p.
Jones, Philip R.
The Relationship of Vocational Outlook and Special Educational Programs for Adolescent Educable Mentally Handicapped.
Illinois Univ., Urbana
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; vocational adjustment; program planning; vocational education; educable mentally handicapped; prevocational education; work attitudes; attitude tests; program evaluation; teachers; state programs; work experience; fathers; educational background; employment level; sex differences; racial differences; age differences; intelligence differences; work study programs; aspiration; attitudes; socioeconomic influences; family life; reading level; adolescents

The purpose of the study was to investigate the relationship between the vocational outlook of high school educable mentally handicapped (EMH) students and the type of high school program in which they were enrolled. Possible relationships between EMH students vocational outlook and age, sex, race, intellectual level, reading achievement level, work experience history, and home background were also considered. Data were collected from 13 high schools in Illinois which operated two or more special classes during the 1965-66 school year. The sample included 202 males and 171 females who ranged in age from 13 to 21 years. Vocational outlook of EMH students was measured by a Could You Ever Scale, a group test constructed for the study. Each program was rated on a program criteria index, also constructed by the investigator. The study found (1) a significant difference in IQ groupings between males and females with more males in the higher IQ groupings, (2) no significant relationship between students vocational outlook and the nature of the program in which they were enrolled, (3) females less appropriate in their vocational outlook than males, (4) a decrease with age in inappropriate responses on vocational outlook, (5) as a group non-white subjects were more inappropriate in vocational outlook than white, (6) a less appropriate outlook in the lower IQ group of subjects, (7) more appropriate attitudes in vocational outlook of males following community work placement, and (8) more appropriate vocational attitudes in students from the fathers higher level of occupational and educational groups than in those from the fathers lower level groups. Implications for program planning are made, and further studies are suggested. A bibliography contains 32 references, and appendixes present the program criteria index and the Could You Ever Scale. (DF)

ABSTRACT 12

EC 001 247 ED 018 034
Publ. Date 67
Stahlecker, Lotar V., Ed.
Occupational Information for the Mentally Retarded, Selected Readings.
EDRS not available

Descriptors: exceptional child education; mentally handicapped; vocational education; vocational rehabilitation; vocational adjustment; vocational counseling; sheltered workshops; followup studies; job training; on the job training; community attitudes; work attitudes; work study programs; vocational training centers; work experience programs; individual characteristics; educable mentally handicapped; trainable mentally handicapped; aptitude tests; prevocational education; sheltered workshops; employer attitudes; placement

Intended as a reference tool for professional persons, this compilation contains 78 articles selected for their pertinence to occupational education for mentally retarded youth and adults. The articles are grouped into six major areas. On guidance, 22 articles cover the transition from high school to work, counseling, evaluation of work potential, work characteristics of trainable mentally retarded adults, and other guidance programs. Concerning occupational training, 17 papers describe prevocational, vocational, and on the job training. The 11 articles on work experience explore several programs and related matters. The issues, practices, and objectives of the sheltered workshop are considered in 12 papers. Eight articles on community placement discuss the attitudes and practices involved. On the last of the six areas, that of followup studies, eight papers review adjustment of mental retardates. This document is available from Charles C. Thomas, Publisher, Bannerstone House, 301-327 East Lawrence Avenue, Springfield, Illinois 62703, for $24.00. (DF)

ABSTRACT 13

EC 001 153 ED 018 890
Publ. Date 67
Opening Doors through Educational Programs for Institutionalized Delinquents.
Office Of Educ., Washington, D. C., Div. Compensatory Educ.
EDRS not available

Descriptors: exceptional child education; legislation; vocational education; community programs; state programs; delinquency; delinquency prevention; delinquent rehabilitation; delinquents; rehabilitation programs; programed instruction; work study programs; counseling programs; guidance programs; personnel; federal legislation; educational legislation; prevocational education; educational programs; guidance; counseling; institutionalized (persons); Elementary and Secondary Education Act of 1965; Title I; ESEA

After statistically defining the national problem of juvenile delinquency and reviewing the provisions under the amended Title I of the Elementary and Secondary Education Act, the document describes a variety of educational programs in correctional institutions which may have to be adapted under the new amendment to suit an open institution setting. Areas considered include programed instruction and other self-instructional methods, team teaching and nongraded programs, bibliotherapy and summer achievement programs, vocational training and work study programs, staff development, guidance and counseling, and bridging the gap between institutions and community participation. References or sources of additional information are included on the

specific programs which are surveyed. An annotated list of 32 selected publications which describe various additional programs and procedures is also provided. This document is available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (HJ)

ABSTRACT 14

EC 000 243 ED N.A.
Publ. Date 63 191p.
Parnicky, Joseph J., Ed.; Kahn, Harris, Ed.
Evaluating and Developing Vocational Potential of Institutional Retarded Adolescents.
New Jersey Dept. Of Inst. And Agencies, Bordentown
Edward R. Johnstone Trng. Res. Ctr., Bordentown, N. J.
EDRS mf,hc

Descriptors: exceptional child research; tests; mentally handicapped; vocational adjustment; vocational education; young adults; institutional schools; institutions; institutional research; work experience programs; job training; vocational training centers; test construction; testing; vocational tests; aptitude tests; performance tests; occupational tests; nonverbal tests

The aims of this 4-year project at the Edward R. Johnstone Training and Research Center were (1) to develop quantified evaluative measures for the institutions ongoing vocational program which would predict performance at any subsequent program phase and (2) to measure the vocational adjustment of subjects exposed to controlled training variations. The vocational performance predictors included psychological tests, prevocational counselor and work sample evaluations, and job supervisor ratings. The effect of group counseling on the vocational trainees progress was assessed, and a reading-free vocational interest test was devised. Subjects were 437 mildly retarded students at the center (mean age equals 18 1/2 years, mean IQ equals 64). Phases of the program were (1) half day vocational training, (2) half day on campus work training, (3) full day on campus work training, (4) full day off campus with residence on campus, and (5) full day work and residence off campus. Evaluation of the findings at each phase showed there was considerable overlap as well as some independence among measures derived from all three evaluation approaches. High degrees of reliability and intercorrelation were found within the group of psychological tests. More independence of items was found within the series of work sample measures. Rating scale items were highly intercorrelated, suggestive of a halo effect. Each of the evaluation techniques apparently has some potency for prediction of adjustment and performance and were relatively stronger at the end, rather than at the beginning, of a training phase. Program variations in the form of a special work group and group counseling were found to be moderately successful in favorably modifying students behavior. Evaluation of a reading-free test of vocational interest indicated that the test was able to differentiate vocational interests. Specifically, results indicated that the job supervisors ratings best predicted performance in phase two. No measure predicted phase four performance. In 11 psychological tests, highest reliability was noted for motor skills tests. Psychological test correlation with vocational performance varied. Factor analysis indicated the vocational interest test discriminated subjects interests. Group counseling results were not conclusive. A bibliography lists 75 items. Selected relevant data are presented in 43 tables and matrices. (DE)

ABSTRACT 15

EC 001 857 ED 018 048
Publ. Date 67 58p.
Crawford, William L.; Cross, Jacque L.
Work-Study Programs for Slow Learning Children in Ohio Schools, Guidelines.
Ohio State Dept. Of Education, Columbus
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; program planning; administration; vocational education; curriculum; educable mentally handicapped; work study programs; personnel; prevocational education; personnel selection; administrative personnel; instructor coordinators; administrator responsibility; program development; legal problems; school community cooperation; Ohio

Developed for educators who are concerned with and share the responsibility for work study programs for slow learners (IQ 50 to 80) at the secondary level, the guide presents program policies and practices current in the state of Ohio. Rationale for the Ohio programs are stated, and 12 relevant terms are defined. Curriculum implications for work study efforts are stated for primary through high school levels. The work study coordinator is discussed in terms of criteria for selection, general responsibilities, scheduling, funding, and extended service. Consideration of preplanning or successful approaches to initiating work study covers programs, the job survey, interpreting work study, using news media, involvement of the community and community agencies, and considerations for school districts with various work study programs. Aspects of program development include the rationale, breakdown of work study, scheduling and placing of students, job area supervisors, trainee evaluation, awarding of credits, transportation, and followup studies. The legal aspects of employment described are working conditions, liability, insurance, work permits, minor's agreement, and minimum wage. Administrative responsibility in work study is discussed with reference to attitude, interpreting the program, involvement in the program, implications for curriculum development, considerations where work study programs overlap school districts, considerations for multiple work programs within a school district, and the role of the State Department of Education in work study. Conclusions and recommendations are made, and a 23-item bibliography is included. Appendixes present a sample high school course of study, potential in school work stations, potential community work stations, an evaluation for employability, and a job survey form. (JD)

ABSTRACT 16

EC 000 510 ED 014 167
Publ. Date Sep 64 137p.
Boatner, Edmund B. And Others
Occupational Status of the Young Adult Deaf of New England and the Need and Demand for a Regional Technical-Vocational Training Center.
American School For The Deaf, West Hartford, Conn.
EDRS mf,hc

Descriptors: exceptional child research; aurally handicapped; vocational education; deaf; occupational surveys; occupational choice; vocational training centers; aptitude; educational needs; employer attitudes; employment opportunities; job market; jobs; job skills; job training; performance; questionnaires; vocational interests; vocational schools; wages; young adults; General Aptitude Test Battery; New England

To investigate the underemployment of the deaf, four objectives were studied--(1) the current occupational status of young deaf adults in New England, (2) the current formal vocational preparation available to them, (3) their vocational aspirations, aptitudes, and opportunities, and (4) the need and demand for a regional technical-vocational training center. Questionnaires and interviews were used to collect the data from 177 juniors and seniors and 236 former students in nine New England schools for the deaf between 1957 and 1963. Results showed that, according to the criterion of wage, the occupational status of the young deaf adult was low. One-half held unskilled or semi-skilled positions. Over 80 percent were satisfied with their present job, although only one-third had opportunity for advancement even with extra training. The General Aptitude Test Battery showed that the deaf could be successful in 753 of 840 occupations listed by the U.S. Department of Labor. Most of these require extensive technical or vocational training. Since no school for the deaf in New England has a comprehensive terminal vocational education program, it is concluded that a regional technical-vocational training center is needed and according to the responses received, many deaf adults would attend, given the opportunity. The questionnaires and

sample responses are presented in the appendixes. A list of 15 references is included. (MW)

ABSTRACT 17

EC 000 557 ED 012 541
Publ. Date Jul 66 53p.
Policy and Procedure for a Vocational Education Work-Study Program for Severely Mentally Retarded Pupils.
Santa Cruz Co. Off. Of Educ., Calif.
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; administration; vocational education; program planning; trainable mentally handicapped; work study programs; project applications; secondary grades; adolescents; administrator responsibility; federal aid; administrator guides; Vocational Education Act of 1963; P L 88-210

The Santa Cruz County Program for Vocational Education of trainable mentally handicapped students is outlined in terms of the staff and their responsibilities. Sample forms are illustrated. A second section of the document presents information to assist local school systems in the preparation of applications for a vocational education work-study project under the Vocational Education Act of 1963 (P.L. 88-210). Program requirements and purposes, student eligibility, employment conditions, funding, and other topics are stipulated. Detailed guidelines for completion of the work-study application form and the budget application are presented along with a sample agreement between city and school district and a sample application for funds. Details about the Santa Cruz County Work-Study Program, its students, work stations, and finances are outlined. (CG)

ABSTRACT 18

EC 000 824 ED 015 589
Publ. Date 62
Sniff, William F.
A Curriculum for the Mentally Retarded Young Adult.
EDRS not available

Descriptors: exceptional child education; curriculum; mentally handicapped; vocational education; educable mentally handicapped; curriculum guides; educational objectives; field trips; instructional films; instructional materials; teaching methods; referral; secondary grades; units of study (subject fields); vocational development; young adults; social studies; self care skills; recreation; family life education; consumer education; leisure time; safety education

A special education curriculum for community or institutional secondary schools is presented in this book. The introduction outlines an educational philosophy that actual experiences, such as field trips, and real materials (checks, payroll slips) are indispensible in teaching the retarded about real life situations. The first two chapters delineate general and specific program objectives and factors important to appropriate placement in the special education program in the high school. The curriculum itself is presented in 10 units with specific objectives, content outline and suggested activities for these topics--(1) understanding the community, (2) using community resources, (3) self care and personal development, (4) getting and keeping a job, (5) the family, (6) making friends, (7) money, (8) clothing, (9) recreation and use of leisure time, and (10) safety. Separate chapters list (1) film titles and sources of movies and materials and (2) the addresses of movie companies and other resource materials. A final chapter solicits readers evaluations of the curriculum. This document was published by Charles C Thomas, Springfield, Illinois, and is available for $6.75. (DF)

ABSTRACT 19

EC 000 599 ED 012 998
Publ. Date Jun 65 107p.
Ott, Joseph T., Ed.
Proceedings of a National Workshop on Improved Opportunities for the Deaf (University of Tennessee, Knoxville, October 18-22, 1964).
Department Of H.E.W., Washington, D. C., Vocat. Rehab.
EDRS mf,hc

Descriptors: exceptional child education; aurally handicapped; vocational education; deaf; teacher recruitment; services; program evaluation; vocational training centers; adult education programs; research needs; workshops; teacher education; educational problems; educational needs; ancillary services; conference reports

Participants in a 4-day workshop on vocational needs of the deaf included educators of the deaf, rehabilitation workers, deaf persons, parents of deaf children, and representatives of labor and government. Four topics were discussed--(1) evaluation of existing vocational training programs, (2) needed expansion in vocational training programs, (3) staff recruiting and preparation, and (4)ancillary services. Some areas of consensus were (1) present vocational training programs are inadequate, (2) there is a need for one national vocational-technical school for the deaf supplemented by regional vocational schools, (3) there should be upgrading of preservice and inservice training of staff, (4) better communication between teachers and deaf students is necessary, (5) there is a need for improved relationships between professional disciplines and labor, business, and industry, (6) there should be a clearinghouse for dissemination of information about the deaf, and (7) more research is needed in all areas. The appendix contains nine articles on vocational and educational problems of the deaf and the roster of participants. This document was reproduced by the Vocational Rehabilitation Administration, U.S. Department of Health, Education, and Welfare, Washington, D.C. (HK)

ABSTRACT 20

EC 001 381 ED 015 608
Publ. Date Aug 67 38 p.
Bitter, James A.; O'Neil, Lawrence P.
Work Experience Center, Habilitation of the Retarded. Final Report.
St. Louis Jewish Employment And Vocational Service, Missouri
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; vocational education; educable mentally handicapped; work experience programs; adolescents; school community programs; vocational adjustment; cooperative programs; demonstration projects; St Louis County; Missouri

A 3-year project carried out cooperatively by the Special School District of St. Louis County, the Missouri State Division of Vocational Rehabilitation, and the St. Louis Jewish Employment and Vocational Service is described in this final report. A work experience center was established to serve clients between 16 and 21 years with IQ's primarily from 40 to 65. Retarded adolescents participated half days in a work experience program the first year. An alternate week schedule was substituted during the last 2 years. Student participation included 4 weeks of evaluation and 36 weeks of adjustment training. Of 132 referrals, 86 trainees had completed the programs, 23 continued in the program, and 23 had been returned to school full-time primarily because of immaturity. The current program includes general vocational adjustment and specific job preparation and is organized into five phases (ranging from general evaluation and vocational adjustment to employment and followup) through which clients proceed at their own rate. Thirteen implications which the project staff deemed noteworthy are discussed. The report concludes with a 34-item bibliography and appendixes of tables describing clients, the job training sites, and current jobs of former clients. (DF)

ABSTRACT 21

EC 000 081 ED 010 930
Publ. Date 62 115p.
Allen, Amy A.; Baker, Virginia
Slow Learning Children in Ohio Schools.
Ohio State Dept. Of Education, Columbus
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; state programs; administration; tests; testing programs; educable mentally handicapped; curriculum development; program planning; academic achievement; instructional programs; learning characteristics; language arts; arithmetic; social studies; curriculum; sciences; recreational activities; intermediate grades; junior high schools; senior high schools; re-

cords (forms); admission criteria; activities; vocational education; teaching methods; Columbus

In this bulletin slow learning refers to children in the 50-75 IQ range. Eligibility for special classes is discussed, including a description of the testing program and an explanation of the IQ concept. Samples of forms used in communication with parents and district applications for special classes are included. Learning characteristics of slow learning children are briefly described. This bulletin, intended for teachers and administrators, outlines an instructional program. Areas of instruction include language arts, arithmetic, social studies, occupational training, science, and recreational activities. Appropriate amounts of time are suggested. Effective teaching techniques, recommended experience activities within the various learning areas, and meaningful concepts that should be developed are among the specific suggestions made. A bibliography lists several bulletins and curriculum guides appropriate for teachers and administrators as well as several basic texts and relevant periodicals. Appendixes outline eligibility requirements for special class placement and requirements for certification of teachers of slow learning children. (VO)

ABSTRACT 22

EC 001 149 ED 015 602
Publ. Date 64
Jones, Mona; Kandel, Ditha
Work Adjustment as a Function of Occupational Therapy. Third International Congress of World Federation of Occupational Therapists, Study Course 5.
American Occupational Therapy Assn., New York, New York
World Federation Of Occupational Therapists
EDRS not available

Descriptors: exceptional child education; vocational adjustment; physically handicapped; vocational education; vocational rehabilitation; emotionally disturbed; occupational therapy; handicapped; adjustment problems; adolescents; adults; evaluation techniques; job training; occupational therapists; program evaluation; vocational training centers; work attitudes; records (forms); sheltered workshops; rehabilitation programs; conference reports; West Haverstraw Rehabilitation Hospital; Institute for Crippled and Disabled; Jewish Vocational Service

Resulting from one of six 1-week study courses following the Third International Congress of the World Federation of Occupational Therapists in 1962, this manual presents a broad review of the philosophy, role, and techniques of occupational therapy in the field of prevocational evaluation, vocational training, and sheltered workshops. Nineteen lectures by therapists from several countries describe occupational therapy programs related to work adjustment for the physically handicapped and for the former psychiatric patient. Forms used in performance testing, photographs of skill testing and work situations, and a listing of appropriate films are included. A final lecture summarizes content of the study course. Some lectures cite references. This document is available from the Wm. C. Brown Book Company, 135 South Locust Street, Dubuque, Iowa 52001 for $2.25. (SB)

ABSTRACT 23

EC 001 170 ED 019 777
Publ. Date Dec 66
Mental Retardation Publications of the Department of Health, Education, and Welfare.
Department H. E. W., Washington, D. C., Comm. Ment. Retard.
EDRS not available

Descriptors: exceptional child research; mentally handicapped; family (sociological unit); identification; vocational education; bibliographies; annotated bibliographies; mental retardation; legislation; federal legislation; federal programs; handicapped children; etiology; institutions; handicap detection; clinical diagnosis; medical treatment; services; biological influences; child rearing; vocational rehabilitation; family problems; films

The bibliography lists 183 Health, Education, and Welfare Department publications (1957-66) concerned with mental retardation. The annotation for each entry includes a brief description of the contents of the publication and how it may be obtained. Broad subject headings are general (38 entries), legislation and federal programs (43), specific handicapping conditions (24), institutions and home care (14), detection, diagnosis and treatment (19), rehabilitation education and employment (19), family (16), and films (10). Subject and author indexes are included. This document is available from the Secretary's Committee on Mental Retardation, Department of Health, Education, and Welfare, Washington, D.C. 20021. (JD)

ABSTRACT 24

EC 000 748 ED 015 582
Publ. Date 15 Nov 62 14p.
An Outline of Procedures for Operating an Employment Orientation Program for Mentally Retarded Students Enrolled in Special Education Classes in Secondary Schools in New Jersey.
New Jersey Dept. Of Education, Trenton
EDRS mf,hc

Descriptors: exceptional child education; administration; mentally handicapped; vocational education; work experience programs; school community programs; program development; administrator guides; adolescents; educable mentally handicapped; cooperative programs; employment experience; program administration; program guides; records (forms); secondary education; secondary schools; teacher responsibility; Trenton

Describing the Employment Orientation Program for Mentally Retarded Adolescents in New Jersey, this pamphlet outlines the characteristics of the program and includes time schedules, criteria for selection of employers, participation of students, occupations, and the responsibilities of the school. An example of the program agreement (between school, student, and employer) used in the East Windsor School District is included. The responsibilities of the teacher-coordinator are listed. Suggested steps in organizing a cooperative employment orientation program are also given. (JA)

ABSTRACT 25

EC 000 152 ED 011 718
Publ. Date 65 67p.
Alcorn, Dewaine
Special Education Curriculum Guidelines for Teachers of Educable Mentally Retarded Children in Nebraska.
Nebraska State Dept. Of Education, Lincoln
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; curriculum; curriculum guides; educable mentally handicapped; records (forms); arithmetic; language arts; social development; health education; vocational education; art education; safety education; instructional materials; Lincoln; skill development; children

Prepared by a 1965 summer workshop at the University of Nebraska, this guide lists specific skills and understandings to be developed in seven subject areas. In each area, skills and understandings are divided into a primary level, an intermediate level, and an advanced level. Workbooks and materials, vocabulary lists, games and equipment, and teacher reference sources are listed. Examples of forms for gathering pupil information, for use in parent conferences, and for evaluation of this curriculum guide are included. (MY)

ABSTRACT 26

EC 000 166 ED 015 560
Publ. Date 64 50p.
Stordahl, Elwood
A Guide for Teachers of the Educable Mentally Handicapped.
Fargo Public Schools, North Dakota
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; curriculum; administration; educable mentally handicapped; program guides; program administration; educational objectives; secondary grades; elementary grades; children; Fargo

The history of special instruction for mentally handicapped children in Fargo is followed by a definition of the educable mentally handicapped. A description of the administration procedures covers screening, evaluation, and placement procedures, types of tests used, class size

and organization, and aims and objectives of the program. Subject areas included are language arts, arithmetic, social studies, vocations, and health and safety. For each curriculum area, achievement capabilities are outlined for primary, intermediate, junior high, and senior high levels. A bibliography of seven items and a directory of the special education department of Fargo Public Schools are also included. (JA)

ABSTRACT 27

EC 000 563 ED 014 172
Publ. Date 66 235p.
A Design for Daily Living. Curriculum Guide for Children and Youth with Intellectual Disabilities.
Duval County Schs., Jacksonville, Fla.
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; vocational education; curriculum guides; educable mentally handicapped; handicapped; prevocational education; secondary grades; social studies; units of study (subject fields); consumer education

Secondary level curriculum is based on occupational education and covers the topics of consumers in the trading area (grade 7), jobs in the trading area (grades 8 and 9), occupational readiness (grade 10), family and community living (grade 11), and the worker as a citizen (grade 12). Within each topic area, units are structured around problems for which suggested activities, suggested vocabulary, related skills, and instructional materials are outlined. The appendix provides supplementary materials such as weekly and yearly planning charts, job analysis schedule form, outline of the program at Duval County School, and an outline of job areas in Duval County, based on records of employment of former students. (MY)

ABSTRACT 28

EC 001 084 ED 022 270
Publ. Date Nov 65 139p.
Katz, Elias
An Independent Living Rehabilitation Program for Seriously Handicapped Mentally Retarded Adults. Final Report.
San Francisco Aid Retarded Children, California
Vocational Rehabilitation Administration (DHEW), Washington, D. C.
EDRS mf,hc
RD-902-P

Descriptors: exceptional child research; mentally handicapped; vocational rehabilitation; program planning; adjustment (to environment); educable mentally handicapped; trainable mentally handicapped; interpersonal competence; young adults; vocational training centers; community programs; program evaluation

The Independent Living Rehabilitation Program provided non-residential community rehabilitation to meet the personal, vocational, and social needs of seriously mentally handicapped young adults. After both an initial and an 8-week evaluation period, 75 enrollees were admitted for up to 2 years of training. Of the 75, 57 percent were classified as educable, 40 percent as trainable, and the remainder as mild (IQ over 75). Half were under 20 years of age. Of the 56 enrollees who completed the program's work-training experiences and social services, 13 were vocationally rehabilitated and 23 were placed in the Adult Training Center with only limited provision for gainful employment. Although there was no change in social competency ratings, some improvements were noted in a greater independence, the use of social services, and global ratings. Information on the program is given concerning influences, admission, referral sources, enrollees, and effect. Areas of program organization detailed are direct and supportive services, training and social services, the community, staffing and administrative tasks, and program evaluation procedures. Also provided are a 53-item bibliography, 27 tables (on the enrollees characteristics, backgrounds, and progress ratings), three case studies, and a social competency rating scale. (BW)

ABSTRACT 29

EC 002 643 ED 022 309
Publ. Date 68 213p.
Self-Study and Evaluation Guide for Sheltered Workshops.
National Accreditation Council For Agencies Serving The Blind And Visually Handicapped, New York, New York
Social And Rehabilitation Service (DHEW), Washington, D. C.;
American Foundation For The Blind, New York, New York
EDRS not available
RD-2406S
National Accreditation Council For Agencies Serving The Blind And Visually Handicapped, 84 Fifth Avenue, New York, New York 10011.

Descriptors: exceptional child services; visually handicapped; vocational rehabilitation; administration; rating scales; blind; sheltered workshops; program evaluation; evaluation criteria; evaluation methods; evaluation techniques; agencies; personnel; faculty; public relations; financial policy; volunteers; administrative organization; program evaluation; personnel evaluation; accreditation (institutions)

Developed from a general self-study and evaluation guide, this document is designed as an instrument for self study and evaluation of a sheltered workshop for the blind which operates as an independent agency rather than as part of a larger multiservice organization. In addition, the volume serves as a guide to an on-site review as part of the accreditation program conducted by the National Accreditation Council. Forms and a manual of procedures are provided for evaluation of major aspects of administration common to any service organization including function and structure, financial accounting and service reporting, personnel administration and volunteer service, physical facilities, and public relations and fund raising. Forms are given for comprehensive evaluation of the service program conducted by the workshop. Also included are the individual staff member information form, the evaluation summary and report, and coding instructions. (AA/JD)

ABSTRACT 30

EC 002 356 ED 021 370
Publ. Date Jan 68 60p.
Mental Retardation Publications of the Department of Health, Education, and Welfare.
Department Of Health, Education, And Welfare, Washington, D. C., Secretary's Committee On Mental Retardation
EDRS mf
Secretary's Committee On Mental Retardation, Department Of Health, Education, And Welfare, Washington, D. C. 20201.

Descriptors: exceptional child education; mentally handicapped; instructional films; health services; annotated bibliographies; legislation; federal programs; handicapped children; identification; clinical diagnosis; medical treatment; institutionalized (persons); social welfare; social services; rehabilitation programs; employment; family relationship

Superseding the 1966 issue of Mental Retardation Publications and its supplement of 1967, this bibliography annotates 189 items. No publications of private agencies or state and local governments are included. The bibliography is organized into the following sections: general; legislative and federal programs; specific handicapping conditions (many of which go beyond mental retardation); institutions and home care; detection, diagnosis, and treatment; rehabilitation education and employment; and family. A separate section lists information about 11 films and a government film guide to foreign and domestic films. Subject and author indexes are included. (DF)

ABSTRACT 31

EC 002 461 ED 021 375
Publ. Date (66) 110p.
Brooks, George W.; Weaver, Lelon A., Jr.
Psychomotor Performance, Mental Disability and Rehabilitation.
Vocational Rehabilitation Administration (DHEW), Washington, D. C.
EDRS mf,hc
RD-1291

Descriptors: exceptional child research; emotionally disturbed; tests; vocational rehabilitation; psychomotor skills; institutionalized (persons); mental illness; rehabilitation; task performance; performance tests; test validity; screening

tests; evaluation; schizophrenia; psychosis

A battery of four psychomotor tests was developed and evaluated as a measure of the potential of mental patients of varying diagnoses for rehabilitation training. The tests were to be suitable for administration and interpretation by non-professional level technicians. The relationship between performance on the 5 days of tests and patient outcome 1 year later was studied in 996 patients of varied diagnoses. Results indicated that the major share of significant differences on psychomotor performance occurred between two clusters of diagnoses: schizophrenic, manic depressive, and personality disorder on one hand; and chronic brain syndrome plus mentally deficient on the other. Through multiple correlation and regression analyses, accuracy of test prediction was found to be 70 to 78 percent correct. However, variations in discharge rate and level of performance among diagnostic groups limited the use of a cut-off score suitable for all diagnoses, and the small number of cases per diagnosis prevented development of separate norms. It was concluded that an inverse relationship exists between quality of psychomotor performance and severity of mental disease (coefficient of multiple correlation equals .50 to .65). The method developed has applications in the selection of patients for training. An 86-item bibliography, 46 tables, and 17 figures are provided. (Author/JD)

ABSTRACT 32

EC 001 195 ED 021 354
Publ. Date 67 51p.
Ayers, George E., Comp.
Proceedings of a Symposium on Habilitating the Mentally Retarded (Mankato, Minnesota, February 11, 1967).
Mankato State College, Mankato, Minnesota, School Of Education
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; vocational education; vocational adjustment; administration; secondary schools; curriculum development; educational needs; cooperative programs; work experience programs; work study programs; teachers; counselors; conference reports; Minnesota

Sponsored by the Rehabilitation Counseling Program and the Department of Special Education, both at Mankato State College, and by the Minnesota Council for Exceptional Children, the conference was designed to strengthen communication and cooperation between special education and vocational rehabilitation planners and practitioners, and thus to contribute to the process of habilitating the mentally retarded. The keynote address, by Mrs. Hubert Humphrey, a member of the President's Panel on Mental Retardation, considers Contemporary Needs in Habilitating the Mentally Retarded. The first panel discussion, centering on directions for a continuum of education and vocational rehabilitation for the mentally retarded, treats the following: developing a vocationally oriented curriculum, agreements between special education and vocational rehabilitation, and administrative directions in school-work experience programs. The second panel on cooperative work-study programs in Minnesota discusses the roles of the special class teacher, the vocational adjustment coordinator, and guidance counselors. A list of conference participants and their addresses is included. (DP)

ABSTRACT 33

EC 001 550 ED 021 359
Publ. Date Oct 67 42p.
Stubbins, Joseph, Comp.; Hadley, Robert G., Comp.
Workshops for the Handicapped; An Annotated Bibliography. Number 4.
California State College, Los Angeles, Rehabilitation Counseling Program
Vocational Rehabilitation Administration (DHEW), Washington, D. C.
EDRS mf,hc
National Association Of Sheltered Workshops And Homebound Programs, Inc., 1522 K Street, N. W., Washington, D. C. 20005 ($1.00).

Descriptors: exceptional child services; vocational rehabilitation; abstracts; annotated bibliographies; handicapped; workshops; sheltered workshops; research projects; rehabilitation centers; rehabilitation; program descriptions

The bibliography lists 114 annotated entries on workshops for the handicapped. Although some items date back to 1963, most are from 1966 and 1967. Research, project, and conference reports are cited as well as program descriptions and other varied publications. The three previous issues of this bibliography on workshops contain abstracts of items published through June 1966. Issues 2 and 3 are available as ED 013 005 and ED 012 543. (JD)

ABSTRACT 34

EC 002 106 ED 021 365
Publ. Date 31 Dec 66 155p.
Rehabilitation Services for Educable Retarded Students. Final Report.
Eugene School District Number Four, Oregon;
Oregon State Department Of Education, Salem, Division Of Vocational Rehabilitation
Vocational Rehabilitation Administration (DHEW), Washington, D. C.
EDRS mf,hc
RD-1498-SD-66-C2

Descriptors: exceptional child research; mentally handicapped; vocational education; educable mentally handicapped; work experience programs; work study programs; student characteristics; demonstration projects; personnel; school community relationship; student employment; program descriptions; on the job training; secondary schools; Oregon

A demonstration program of early rehabilitation services integrated into school programs for educable mentally retarded junior and senior high students is described. Aspects considered are objectives, community and school setting, students involved, school instruction and work experience, personnel, and community relationships. The discussion of the operation of the work experience program covers placements in school settings, development of training positions in the community, work experience in the community, and vocational training expenditures. Information is also given about certification of newly referred students, student mobility in and out of the program, physical development and health (including medical expenditures from grant funds), student mental abilities, social characteristics of and services to students families, and the followup program (the service plan and student employment patterns). Implications, applications, conclusions, and recommendations are presented. The appendix includes 24 tables, profiles, and discussions of such materials as state and federal regulations for training programs, characteristics of students at various levels, physical and health profiles, and family profiles. Thirteen charts and several graphs provide descriptive data. (BW)

ABSTRACT 35

EC 002 220 ED 021 369
Publ. Date 67 39p.
Russell, Harold
Employment Assistance for the Handicapped; A Directory of Federal and State Programs to Help the Handicapped to Employment.
President's Committee On Employment Of The Handicapped, Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child services; national programs; state programs; vocational rehabilitation; financial support; directories; handicapped; adolescents; job training; employment programs; employment opportunities; sheltered workshops; business; farmers; federal programs; vocational counseling; work experience programs; adult education

A directory of federal and state programs to help the handicapped find employment, this booklet also describes programs for the able-bodied. Contents included are programs for people who need additional education, rehabilitation, or training before they can get a job, programs for those who need a job and for communities that need to increase employment opportunities, and programs which help sheltered workshops as well as small independent businessmen, inventors, and farmowners who may or may not be handicapped. For each program, nature and purpose, eligibility requirements, and a source of further information are specified. (LE)

ABSTRACT 36

EC 002 472 ED 023 207
Publ. Date Aug 67 25p.
Groelle, Marvin C.
A Pilot Project in Curriculum Development for Work Experience and Occupations Courses for Educable Mentally Retarded Students.
Oakland Unified School District, California
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEC-6-85-012 P-ERD-310-65
BR-5-0163

Descriptors: exceptional child research; mentally handicapped; vocational education; instructional materials; educable mentally handicapped; program evaluation; work study programs; vocational interests; vocational counseling; cooperative education; job placement; work experience programs; job skills; job training; curriculum development

A 2-year project constructed a work study program for educable mentally retarded (EMR) high school students. The first phase developed courses of study, instructional materials, and teaching procedures; the second phase established a functional vocational training program in five high schools with approximately 150 EMR seniors (IQ range 53 to 78, ages 17-8 to 19-2) and had classroom instruction on occupation and work experience (two 60-minute periods per day) which included experimental use of the material developed in the first phase. The evaluation of the program and a followup on graduated pupils were done in the third phase. Of the 150 pupils, 52 percent were placed in full-time competitive employment, 32 percent were in training situations and 15 percent were unemployed when the project ended. Optimal employment times were early spring and fall. Instructional materials developed were a series of progressively more complicated job application forms, job descriptions of work for EMR's increasing in reading difficulty from third to fifth grade level, short work-oriented study lessons adapted for role playing, and an interest inventory and a commerically produced booklet on human relations both revised to fourth grade reading levels. (SN)

ABSTRACT 37

EC 002 823 ED 024 186
Publ. Date May 68 33p.
Hensley, Gene, Ed.; Buck, Dorothy P., Ed.
Exploring Rehabilitation--Special Education Relationships; Selected Papers of a Special Education and Rehabilitation Institute (Phoenix, Arizona, March 11-12, 1968).
Western Interstate Commission For Higher Education, Boulder, Colorado
United Cerebral Palsy Research and Education Foundation, Inc., New York; Rehabilitation Services Administration (DHEW), Washington, D. C.
EDRS mf,hc
VRA-546-T-67

Descriptors: exceptional child education; vocational rehabilitation; rehabilitation; rehabilitation programs; rehabilitation counseling; public schools; interagency cooperation; cooperative planning; professional education; teacher education; community programs; handicapped; social services; special services; legislation; course content; methods courses

The selected conference papers include New Directions in Special Education and Rehabilitation Relationships by W. Alfred McCauley, Rehabilitation--Special Education at the Public Schools by Dorothy B. Carr, Rehabilitation--Special Education at the Training Level by Daniel McAlees, and Content of Special Education Methods Courses--Rehabilitation or Habilitation? by Larry Faas. (LE)

ABSTRACT 38

EC 000 650 ED N.A.
Publ. Date Apr 67 5p.
Stewart, Larry G.
The Social Dilemma of the Deaf Professional Counselor.
Arizona University, Tucson
EDRS not available
Journal Of Rehabilitation Of The Deaf; V1 N1 P21-5 Apr 1967

Descriptors: exceptional child services; aurally handicapped; counseling; deaf; adults; professional personnel; counselors; counselor role; role conflict

Written primarily for the deaf professional counselor, the article discusses the extraprofessional interaction between the deaf clients or potential clients and the deaf counselor. In 1966 the Professional Rehabilitation Workers with the Adult Deaf (PRWAD) was formed. Its code of ethics has not yet been written, leaving the client/professional social relationship to conjecture. The deaf professional may prefer to associate with other deaf people, and his social participation may involve those with whom he works professionally. The deaf professional may encounter difficulties in serving his clients when he establishes outside social relationships with them, and though complete avoidance of such relationships is neither practical nor desirable, the deaf professional should give serious consideration to avoiding after-hours relationships that may compromise his effectiveness as a professional. Four references are listed. (GD)

ABSTRACT 39

EC 000 651 ED N.A.
Publ. Date Apr 67 7p.
Williams, Boyce R.
Challenge and Opportunity.
Vocational Rehabilitation Administration (DHEW), Washington, D. C.
EDRS not available
Journal Of Rehabilitation Of The Deaf; V1 N1 P3-9 Apr 67

Descriptors: exceptional child services; aurally handicapped; vocational rehabilitation; counselors; deaf; adults; needs; Vocational Rehabilitation Act Amendments of 1965; Public Law 89 333

The problems of deaf persons with respect to vocational rehabilitation are discussed. The needs of deaf adults are described in four categories: personnel, facilities, services, and community development. These four categories were represented as challenges to the professional rehabilitation worker to provide equal and abundant opportunities for the deaf under the Vocational Rehabilitation Act Amendments of 1965 (P.L. 89-333). (GD)

ABSTRACT 40

EC 000 652 ED N.A.
Publ. Date Apr 67 6p.
Pimentel, Albert T.
The Tower System as a Vocational Test for the Deaf Client.
Tennessee School For The Deaf, Knoxville
EDRS not available
Journal Of Rehabilitation Of The Deaf; V1 N1 P26-31 Apr 67

Descriptors: exceptional child services; aurally handicapped; tests; vocational rehabilitation; deaf; aptitude tests; interest tests; vocational counseling; counseling services; occupational tests; Tower System

The Tower System (Testing, Orientation, and Work Evaluation in Rehabilitation) was developed in 1956 by the Institute for the Crippled and Disabled in New York City to aid in vocational placement of the deaf. The system consists of over 100 specific job sampling tests in 13 broad job families. Each test given is a duplication of a piece of work existing in the work world. The hearing handicapped person receives a performance and time factor rating on each job sample and is rated on his expressed and demonstrated interest in that type of work. The majority of Tower job samples do not require reading. Job possibilities not ordinarily considered for a particular client are forced to the evaluator's attention by the client's interest and performance during the evaluation. The vocational evaluator should have some test experience background and an understanding of the problems of the deaf. For most clients, a 3-week period is sufficient for the Tower evaluation. (GD)

ABSTRACT 41

EC 002 298 ED N.A.
Publ. Date Apr 68 4p.
Litzinger, William D. And Others
The Dilemma of Workshop Management.
San Francisco University, California
EDRS not available
Journal Of Rehabilitation; V34 N2 P20-3 Mar-Apr 1968

Descriptors: exceptional child services; vocational rehabilitation; personnel; sheltered workshops; administrator attitudes; administrator characteristics; administrative personnel; administrator

evaluation; leadership qualities; administration

To define fundamental management activities, the Fleishman Leadership Opinion Questionnaire, Gordon Survey of Interpersonal Values, and Miner Sentence Completion Scale were given to the directors of 22 sheltered workshops, and their scores were compared with those of bank managers, office supervisors, and department managers. Results indicated that workshop directors placed less value on defining and structuring their own roles and those of subordinates than did office supervisors and department managers. Workshop managers were significantly higher in benevolence and also lower in competitiveness. However, the representativeness of the workshop directors in the sample was questioned, and major questions remained implicit in the study involving the most desirable attitude mix for rehabilitation workshop administrators, the best workshop size, and the best source of manpower for vocational rehabilitation workshop leadership. Three tables present findings. (JM)

ABSTRACT 42

EC 003 188 ED N.A.
67p.
Aldridge, Iris S., Comp.; McDevett, W. B., Ed.
Curriculum Guide for Training and Rehabilitating the Mentally Retarded Adult.
Vocational Rehabilitation Facility, Kinston, North Carolina, Caswell Center
EDRS not available
Vocational Rehabilitation Facility, Caswell Center, P. O. Box 909, Kinston, North Carolina 28501.

Descriptors: exceptional child services; mentally handicapped; vocational rehabilitation; counseling services; job placement; speech therapy; reading programs; social adjustment; curriculum; home economics; industrial arts; self care skills; sex education; consumer education; homemaking skills; task analysis; young adults; educable mentally handicapped

A curriculum guide for educable retarded young adults previously considered unemployable is designed to help them become employable through vocational rehabilitation services. Services offered to all clients are counseling for both personal and vocational problems, job placement or placement in on-the-job training, speech therapy, reading therapy, physical fitness, and social adjustment classes. These classes instruct in good grooming, clothing selection, job requirements, leisure time activities, dating, sex education, money management, safety, and child care. The home economics department trains girls in clothing construction, food preparation, laundry skills, housekeeping duties, and nurses aide and ward attendant responsibilities. The industrial arts program for boys includes woodworking, welding, metal lathes, automotive mechanics, small gas engines, and janitorial and maintenance tasks. Admission criteria, program rationale, living arrangements of clients, and teaching and motivating techniques are explained. (LE)

ABSTRACT 43

EC 001 859 ED 025 863
Publ. Date 67 102p.
Margolin, Reuben J., Ed.
Curriculum Materials Developed from a Conference on the Juvenile Court and Vocational Rehabilitation (April 4-6, 1967, Boston, Massachusetts).
Northeastern University, Boston, Massachusetts, Department Of Rehabilitation And Special Education
Vocational Rehabilitation Administration (DHEW), Washington, D. C.
EDRS mf,hc
VRA-9321

Descriptors: exceptional child services; delinquency; vocational rehabilitation; workshops; courts; adolescents; conference reports; delinquent rehabilitation; school role; counselor role; counseling; responsibility; work attitudes; social factors; crime; special services; interagency cooperation; rehabilitation programs; grants; federal aid; youth agencies; state programs; delinquency causes; psychological needs; delinquency prevention

An introduction explaining the need for a workshop on the juvenile court and vocational rehabilitation opens this conference report. Papers presented include Educational Aspects of Delinquency: Its Implications for Vocational Rehabilitation by William C. Kvaraceus, Psychological Aspects of Delinquency: Implications for Vocational Rehabilitation by Joseph L. Massimo, Some Sociological Aspects of Delinquency: Implications for Vocational Rehabilitation by Stephen Schafer, Legal Aspects of Delinquency: Juvenile Courts and Vocational Rehabilitation by Ted Rubin, and The Juvenile Court and Vocational Rehabilitation: Possibilities of Corporative Relationships by Dorothy Singer. A section on Practical Applications: Successful Programs in Rehabilitating the Delinquent includes descriptions of the Family Court in Rhode Island and the Springfield Goodwill Industries Program. A brief commentary precedes each paper or section. The appendix lists workshop planning committee members, speakers, and participants. (LE)

ABSTRACT 44

EC 002 463 ED 025 864
Publ. Date Jun 68 44p.
Hensley, Gene, Ed.; Buck, Dorothy P., Ed.
Cooperative Agreements between Special Education and Rehabilitation Services in the West. Selected Papers from a Conference on Cooperative Agreements (Las Vegas, Nevada, February, 1968).
Western Interstate Commission For Higher Education, Boulder, Colorado
United Cerebral Palsy Research And Education Foundation, Inc., New York; Rehabilitation Services Administration (DHEW), Washington, D. C.
EDRS mf,hc
VRA-546T66

Descriptors: exceptional child education; cooperative programs; vocational rehabilitation; vocational education; administration; mentally handicapped; state agencies; cooperative education; educational coordination; cooperative programs; state federal aid; administrative problems; communication problems; equalization aid; work study programs; handicapped; cost effectiveness

Five papers discuss cooperative work-study agreements between schools and vocational rehabilitation services in the western states. Areas discussed include the advantages of cooperative agreements, the forms and disadvantages of third party agreements, basic concepts of the programs, and an outline form to use when applying for matching funds; the relationship of special education, rehabilitation and cooperative plans, programs, and agreements; and California's past and present work study programs for the mentally retarded. Also reviewed are research demonstrating the economic feasibility of vocational training for the educable mentally retarded in the public schools and communication problems in work study programs. The conference summary considers the purposes, goals, essence of, and necessity for cooperative agreements. (MK)

ABSTRACT 45

EC 002 853 ED 025 867
Publ. Date Sep 67 55p.
A Continuing Program for Mentally Retarded Pupils in the Warwick Public Schools, Grades 7-12.
Warwick School District, Rhode Island
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; curriculum; vocational education; homemaking education; educable mentally handicapped; curriculum guides; secondary school students; work experience programs; activity learning; health education; consumer education; family life education; citizenship responsibility; activity units; student adjustment

A job training and work experience program for educable mentally handicapped (EMR) students in grades 7 to 12 is presented in this curriculum guide. The EMR student is defined and the parent teacher relationship, organization of educable classes, overall goals of secondary instruction, and the instructional work experience program (including the purpose and criteria for admission) are described. Units included cover home, school, and community living; basic health needs; nutritional needs; management of materials and money; finding and applying for a job; and study of available vocational opportunities. Each unit gives objectives and the unit summary as well as approach, core, and

culminating and evaluation activities. Classroom activities in this activity learning program are related to the work experience. Appendixes are copies of forms covering parent-student-school agreement, student information, student school agreement, student progress, and the certificate of achievement. Vocational rehabilitation services and an 18-item bibliography are also included. (SN)

ABSTRACT 46

EC 003 320 ED 025 881
Publ. Date 68 267p.
Katz, Elias
The Retarded Adult in the Community.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($10.75).

Descriptors: exceptional child services; mentally handicapped; adult education; community programs; vocational rehabilitation; parent counseling; case records; vocational adjustment; behavior problems; counseling services; clinical diagnosis; individual needs; job training; sheltered workshops; evaluation; adjustment (to environment); personal adjustment; social adjustment

The discussion of a series of questions with case illustrations delineates the problems and possibilities of helping retarded adults become valuable, productive members of society. Among topics considered are the definition of retarded adults in the community, the need for concern, and community evaluation and needs of the retarded adult. Also discussed are the way in which the general and vocational needs of retardates of different levels of ability may be met, and the availability of parent counseling. Principles and services underlying an effective community program are enunciated, and attention is directed to six illustrative community approaches to program planning and to current trends and ideas for further program development. An appendix presents an array of direct services for the retarded and a report of an on-the-job training project; each chapter includes a series of questions for discussion and its own list of pertinent references. (DF)

ABSTRACT 47

EC 003 412 ED 025 095
Publ. Date Aug 67 410p.
Shulman, Lee S.
The Vocational Development of Mentally Handicapped Adolescents: An Experimental and Longitudinal Study. Final Report. Educational Research Series, Number 40.
Michigan State University, East Lansing, College Of Education
Office Of Education (DHEW), Washington, D. C., Bureau Of Education For The Handicapped
EDRS mf,hc
OEG-32-32-0410-5018
BR-5-0981

Descriptors: exceptional child research; vocational rehabilitation; mentally handicapped; vocational adjustment; educable mentally handicapped; rehabilitation programs; sheltered workshops; vocational development; performance factors; prediction; testing; predictive validity; rating scales; intelligence differences; racial differences; self concept; aspiration; evaluation; participant characteristics; tests

A longitudinal program of workshop-centered rehabilitation services was administered to mentally retarded adolescents. Results with the 36 remaining at the end of 3rd year indicated that most characteristics central to vocational development were stable by early adolescence; a competence cluster of variables covaried systematically; high and low employability groups differed on most basic status variables; and the Purdue Pegboard was the best single predictor of employability. However, neither the control and experimental groups nor the attrition group and the remaining 36 differed significantly. Two employability groups were determined by production and ratings: the high group, composed of lower class Negroes, ranked higher than the low group of middle class whites, on work behavior ratings and IQ levels. The magnitude of the level of aspiration ratios tended to correlate negatively with the employability index and the competence cluster; self concept variables correlated positively for employability for Negroes and negatively for whites. The followup of 33 subjects in the 5th year indicated that when the relationship between rated employability and actual adjustment was calculated, the resulting prediction was significant (p less than .03). (Author/JD)

ABSTRACT 48

EC 000 945 ED 019 772
Publ. Date 65
Gowan, John Curtis, Ed.; Demos, George D., Ed.
The Guidance of Exceptional Children, a Book of Readings.
EDRS not available
David McKay Company, Inc., New York, New York 10013 ($3.95).

Descriptors: exceptional child research; counseling; vocational rehabilitation; guidance; gifted; underachievers; emotionally disturbed; mentally handicapped; blind; deaf; speech handicapped; hard of hearing; physically handicapped; special health problems; self concept; behavior change; cerebral palsy; vocational counseling; identification; sheltered workshops; research projects; academic achievement; parent attitudes; student attitudes; psychoeducational processes; slow learners

A compilation of 62 readings, the book considers the guidance of exceptional children. An overview section presents papers dealing with self concept, vocational rehabilitation, behavior modification, and the guidance counselor. Included in a section on gifted children are articles about career requirements of gifted children and parents, counseling and guidance, and creativity. A section on underachievers discusses the underachieving gifted child, achievement, and nonachievement and counseling. Emotionally disturbed children are discussed in terms of identification, vocational counseling, psychoeducational processes, and a directed activity program. Articles about the mentally retarded deal with counseling, prevocational evaluation, vocational planning, curriculum, tutorial counseling, and parent group meetings. The section on rehabilitation of mentally retarded youth provides readings about placement, sheltered workshops, determining employability, and philosophy and recommendations of the President's Panel on Mental Retardation. Readings about the blind discuss helping a physically disabled friend, predicting manual work success, counseling, and placement. The section on the deaf and speech handicapped presents readings about the relationship of parental attitudes to speech problems, predicting school achievement in deaf children, counseling (including the hard of hearing), and a talk with parents. The miscellaneous physically handicapped section discusses aspects of cerebral palsy, family adjustment, cardiacs, counseling, education, and vocational rehabilitation. An annotated list of suggested readings follows each section. (MY)

ABSTRACT 49

EC 000 969 ED 013 005
Publ. Date Sep 65 74p.
Stubbins, Joseph, Comp., And Others
Workshops for the Handicapped, an Annotated Bibliography.
California State College, Los Angeles, Rehabilitation Counseling Program
EDRS mf,hc

Descriptors: exceptional child education; counseling; vocational rehabilitation; annotated bibliographies; sheltered workshops; rehabilitation counseling; handicapped; vocational counseling; counseling services; counselor functions; adults; adolescents

Listed alphabetically by author in this annotated bibliography are 146 books, journal articles, final reports, and conference reports from 1961 to 1965 concerning workshops for the handicapped. Also included is an article, The Professionally Trained Counselor in the Rehabilitation Workshop, in which George W. Duncan, Jr., discusses the role of the rehabilitation counselor in the workshop. The counselor's major concern is the modification of the vocational behavior of the workshop clients. Individual counseling, casefinding, screening of prospective clients, vocational evaluation, job placement and followup, and inservice training are some of the varied duties of the rehabilitation counselor. A list of 25 references follows the article. (RS)

ABSTRACT 50

EC 000 862 ED 016 324
Publ. Date 64 37p.
Vocational Rehabilitation in a Residential Treatment Center. Devereux Fiftieth Anniversary Monograph Series.
Devereux Foundation, Devon, Pennsylvania
EDRS not available

Descriptors: exceptional child education; vocational education; mentally handicapped; emotionally disturbed; vocational rehabilitation; residential centers; rehabilitation programs; vocational counseling; job training; family role; educational programs; rehabilitation centers; vocational training centers; Devereux Schools

The demonstration project in vocational rehabilitation at the Devereux Schools which is described explored a full-scale program for the development of vocational skills and job placement for emotionally disturbed and mentally handicapped adolescents. The organization of the program, which included services of a multidisciplinary staff of professionals, is reviewed; the program content is explained in terms of initial and vocational and clinical evaluation, classroom instruction, counseling services, job training, transitional living, employment opportunities, and followup evaluations. The role of the family in the program and the future development and expansion of the program are discussed. (JK)

ABSTRACT 51

EC 002 066 ED 026 755
Publ. Date 67 43p.
Montgomery, G. W. G.
Vocational Guidance for the Deaf; A Classified Guide to the Basic Requirements for Occupations Open to the Profoundly Deaf.
EDRS not available
The Williams And Wilkins Company, 428 East Preston Street, Baltimore, Maryland 21202 ($3.75).

Descriptors: exceptional child services; aurally handicapped; vocational rehabilitation; counseling; deaf; out of school youth; occupational guidance; job placement; vocational counseling; rating scales; occupational tests; vocational aptitude; occupational information; job skills; jobs; Great Britain

Published in Britain for use by counselors and placement officials, the book offers a systematic attack on occupational placement problems of the prelingually deaf. The system is based on a vocational guidance profile, which is developed from intelligence and achievement test scores. The vocational guidance profile is explained, and occupational prospects for the deaf and general considerations for placement are treated. The classified list of occupations and its use in placement are described as follow: test scores from the profile are categorized into P (performance), I (written intelligence), N (written tests of numerical ability), L (written tests of language skills), O (tests of oral skills). Following each occupation listing is the code letter with the estimated standard score of the average worker in the occupation named; other notations indicate special physical or ability requirements and/or hazards of particular jobs, and possible financial or training demands. The classified list of occupations is recommended for use only in conjunction with individual vocational guidance profile scores and knowledge of local employment conditions. Profiles are provided as normative information in the areas of scientific, professional and office workers, skilled and unskilled, tradesmen, and unemployed. Listings are given of agencies and services for the deaf, mostly in Britain, and of 35 references. (JB)

ABSTRACT 52

EC 003 038 ED 026 769
Publ. Date 31 Aug 65 39p.
Hall, David And Others
To Develop Work Evaluation and Work Training Techniques Designed to Facilitate the Entry of Mildly Mentally Retarded into Service Occupations. Final Project Report.
Institute For The Crippled And Disabled, New York, New York
Vocational Rehabilitation Administration (DHEW), Washington, D. C.
EDRS mf,hc
RD-1588-P65

Descriptors: exceptional child research; mentally handicapped; program planning; vocational rehabilitation; educable mentally handicapped; program design; vocational training centers; service workers; job training; service occupations; on the job training; food service workers; custodian training; job analysis; job skills; health services; occupational surveys; curriculum design; rating scales; Tower System

A project to develop a system of vocational evaluation and training to help the mildly mentally retarded (IQ 50 to 79) enter certain service occupations is described. Methods of procedure are discussed; these include research reading and surveys of both facilities for the retarded and commerical facilities. Specifications of jobs are presented in analysis charts; basic job factors and related work factors are outlined. Job activities and a training curriculum outline are given for the areas of janitorial and building maintenance, food service and handling, and hospital service work. Additional discussions are of on-the-job experience, and recommendations for the demonstration project including the project staff, client source, program schedule, and an outline of the proposed demonstration project. Eleven exhibits are presented giving further information on the job survey and on job evaluation; a bibliography lists 32 items. (LE)

ABSTRACT 53

EC 003 040 ED 026 770
Publ. Date 30 Jun 66 89p.
Hastbacka, Edwin A.
(Development of an Occupational Training Center for the Mentally Retarded.) Final Project Report.
Worcester Area Occupational Training Center For The Mentally Retarded, Massachusetts
Vocational Rehabilitation Administration (DHEW), Washington, D. C.
EDRS mf,hc
VRA-AG-977 P-977-D

Descriptors: exceptional child research; mentally handicapped; vocational rehabilitation; community programs; program planning; prediction; educable mentally handicapped; trainable mentally handicapped; adjustment (to environment); employer employee relationship; sheltered workshops; day care centers; vocational followup; employee attitudes; multiply handicapped

The Occupational Training Center prepared mentally retarded young adults (over age 15, IQ range 30 to 70, average IQ 55) who were beyond regular schooling for competitive employment. The training program consisted of 60 to 90 mentally and multiply handicapped students per year (35 at a time) and used subcontracts from local businesses. The retardate's initiative or ambition was found to be the most important factor for predicting future job success and the most important person to work with to insure permanency after job placement was the shop foreman. Followup indicated that over 100 who were employed in a 4-year span have been working from 30 days to 3 years and earn $1.25 to $2.75 per hour, a permanent employment rate of 50%. Aspects of the Comprehensive Care Center are described: the Occupational Training Center, a nursery for public school preparation, a day care program, a prolonged employment shop, and social development and recreational programs for all groups. Guidelines for administrative planning and duties are included. (SN)

ABSTRACT 54

EC 003 340 ED 026 775
Publ. Date 68 262p.
Jervis, George A., Ed.
Expanding Concepts in Mental Retardation; Scientific Symposium of the Joseph P. Kennedy, Jr., Foundation (3rd, Boston, Massachusetts, 1966).
Joseph P. Kennedy, Jr., Foundation, Washington, D. C.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703.

Descriptors: exceptional child research; mentally handicapped; environmental influences; learning; biological sciences; genetics; mongolism; neurology; nutrition; physiology; physical fitness; cultural disadvantagement; operant conditioning; institutionalized (persons); vocational rehabilitation; recreation; community programs

The genetics of mental retardation are discussed in terms of geographical iso-

lates, prospects for prevention of trisomic conditions, populations genetics, and cytogenetics of Down's syndrome; problems of neurogenesis described are anabolic pathways of galactose and glucose metabolism, abnormal cell migrations in developing brains, and genetic control; nutrition and undernutrition, and the nervous system and subnormality are also considered. Deprivation factors in mental retardation include institutional factors, day care programs for the disadvantaged, effects of Head Start, and outer directedness in problems solving, Memory formation in goldfish, the postnatal origin of microneurons, and the role of proteins in neuronal membrane functions are considered in biological basis of learning. Operant techniques in mental retardation involve research on academic education, short term memory and rote learning, instruction in an institution, and establishing tone control and evaluating the hearing of the severely retarded. The socioeconomics of mental retardation, institutionalization, adjustment, community approaches, and rehabilitation of the severely retarded are discussed under rehabilitation. Included in the section on physical performances are physical performances of the trainable retarded, diagnosis and prescription, recreation, the factor structure of motor abilities, and current status of research. (RP)

ABSTRACT 55

EC 003 487 ED 026 789
Publ. Date 68 94p.
Financial Assistance Programs for the Handicapped.
Department Of Health, Education, And Welfare, Washington, D. C.
EDRS mf
Superintendent Of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($1.00)

Descriptors: exceptional child services; federal aid; handicapped children; training; research projects; construction programs; grants; demonstration programs; income; financial support; education; health services; vocational rehabilitation; manpower development; medical services; personnel recruitment; professional education; special services; Department of Health Education and Welfare; DHEW

Federal programs for the handicapped are listed by agency and activity. Information concerning the nature and purpose of programs, eligibility for and methods of application, printed information available, and authorizing legislation is presented for 68 programs in these fields: basic and supportive services, research and demonstration, construction, training, income maintenance, and other programs. The 10 regional offices of the Department of Health, Education, and Welfare are listed along with their addresses, telephone numbers, and states served. (RP)

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